

THE SCHOOL GOVERNMENT CHRONICLE

AND
EDUCATION REVIEW

Vol. cxliii. No. 3,311.
(Estab'd. 1871).

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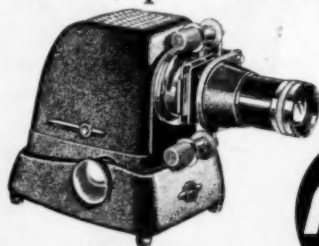
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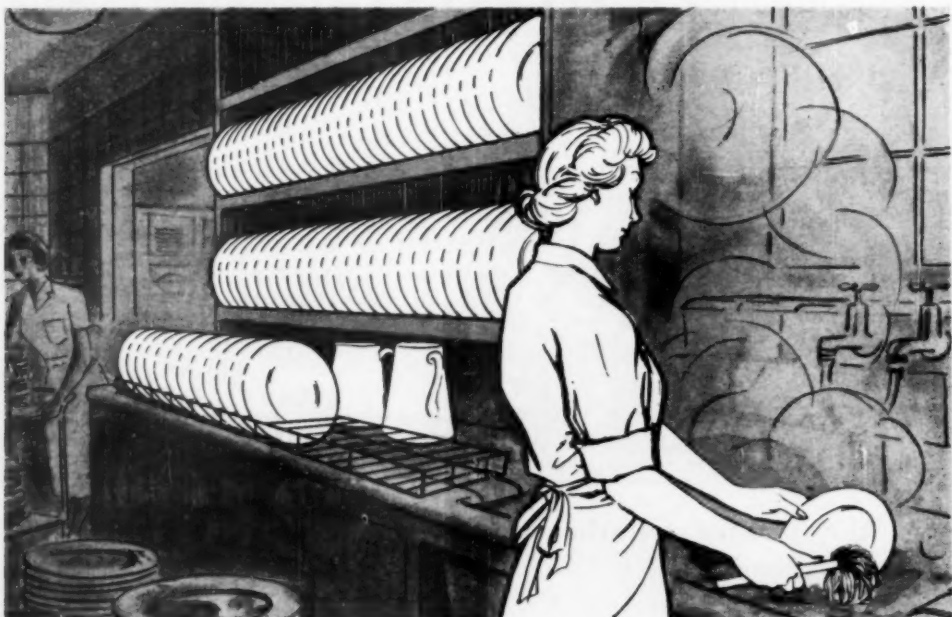
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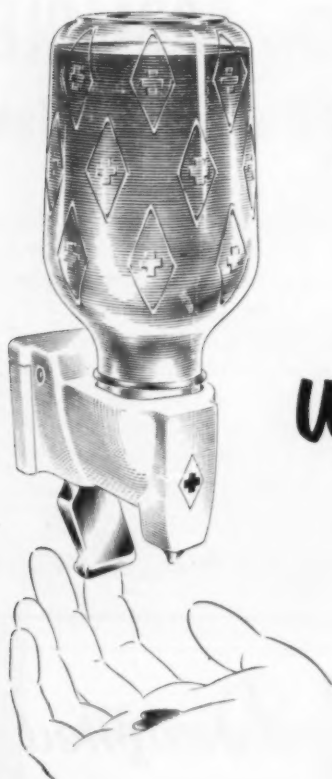
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The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,311. Vol. CXLIII.

JUNE, 1951

Mr. R. Smith, B.Sc., Reviews the Technical Education Field

In his Presidential Address to the Association of Teachers in Technical Institutions

At no period in the history of this country has the education of our people been more necessary and urgent. Many people feel that they are at the mercy of forces over which they have no control and of which they have little understanding. The test of an educational system of any country lies in whether its people can approach the complex issues with which they are confronted with the desire to understand them and the confidence with which to resolve them. In addition to the contribution of Technical Education to the technical efficiency of industry, it gives a considerable aid to the clear and logical thinking which is necessary to face and solve the problems of present-day society, which are all too often obscured by intense emotionalism and the organized propaganda of vested interests.

For some time now it has become apparent to all concerned that, if British industry is to maintain and improve its position in the world, there will continue to be a growing need for men of the highest scientific attainments on both the technical and the administrative sides of industry. This need will increase as the background of fundamental knowledge required for the successful application of scientific knowledge and discovery to industry becomes more and more extensive and complex. The fundamental knowledge now required for the invention and development of new industrial processes is far more extensive than it was a century ago and there is every indication that it will become more so in the future. If we are to have the scientific advances and inventions of the kind which are vitally necessary for our industrial prosperity and development, we must have adequate facilities for supplying industry with the applied scientists and technologists who possess the fundamental knowledge required to make this progress possible.

This problem is not merely a matter of interest and importance to industrialists and educationists, but is of vital importance to the future standards of life of the people of this country. The people of any country cannot have a high standard of living unless there is a high standard of internal production. People cannot have sufficient food, clothing and housing, etc., unless these things are produced in sufficient quantities within the country or are obtained by exporting goods abroad in order to obtain the necessary imported goods to maintain a high standard of living. In this country we must export high-class manufactured products in order to obtain the necessary imported goods to maintain our high standard of living. This means that industry must have an adequate supply of technologists who are able to improve existing methods of production. Only if this need is adequately supplied, can British industry hope to compete in the markets abroad with the highly efficient industries of other countries.

Here, then, is the urgent problem. The output of technologists must be increased and this must be done without delay. In addition to our own internal needs, we should also be able to export technological skill as one of our contributions to the development of backward territories. This will mean exporting British technologists abroad and also providing for the education and training of students from the backward territories themselves.

Higher Technological Education

It is now seven years since the Ministry of Education set up the Percy Committee to consider the needs of higher technological education in England and Wales. Many other important Committees have also considered this matter since that time and they all expressed the seriousness and urgency of the problem which exists. In 1948, the National Advisory Council for Education for Industry and Commerce was appointed by the Minister of Education to advise him on all matters concerned with the development of education in this field. Six months ago, this National Advisory Council published its report on the Future Development of Higher Technological Education. The report points out that, at present, provision for higher technological education is being made by both the universities and the technical colleges. In this respect, it is both interesting and encouraging to note that for the last year in which there are available statistics, about half the technological degrees were taken by the students in the technical colleges of this country. Sir Henry Tizzard, speaking at the British Association meeting last year, stated that 27,000 students in the universities were studying for degrees in science and technology. From a study of the Ministry of Education report for 1949, the latest available report, it can be seen that about 26,000 students in the technical colleges were studying for the same degrees. These figures show clearly the contribution of the technical colleges in this field. To complete the picture, the National Colleges in Aeronautics, Foundry Work, Rubber Technology, Horology, Heating and Ventilating, Refrigerating and Fan Engineering continue to make progress and provide or will provide, post-graduate and research facilities.

Whilst observing that the universities are expanding their provision for advanced technological education, the report also looks to the technical colleges for the development necessary to provide industry with the badly needed technologists. The main requirements for development are given. The colleges must be given adequate facilities to develop advanced courses at graduate and post-graduate levels. The development of such courses necessitates a radical improvement in the accommodation, equipment and financing of the technical colleges and in the salaries and

conditions of the teachers employed. It is recommended that a Royal College of Technologists be established which would approve suitable courses of advanced technology at the technical colleges. Suggested awards to students who complete these courses are an associateship at the graduate stage, membership at the post-graduate stage, and fellowships and honorary fellowships for those who further distinguish themselves in the field of technological education and research.

We warmly welcome and approve this report and urge most strongly that the proposal of a Royal College of Technology will be accepted by the Minister of Education, and that the Government will make an announcement setting up the necessary organization as soon as possible this year to set the scheme in operation. Many of our members will be disappointed that the National Advisory Council has not recommended the award of a degree instead of an associateship. However, we must see to it that the final award will be of a degree standard and is so recognized by the Ministry of Education, industry and the universities. Given adequate facilities of accommodation, equipment and the staffing comparable with the universities, we are confident that the technical colleges will give to the award the prestige and status which we all desire and the students need. Whilst approving the main content of the report, we have drawn the attention of the Minister of Education to what we consider to be important points for his consideration before he takes decision on the Council's recommendation. We have stressed the need for adequate representation of the teaching staffs of the technical colleges on the Council of the Royal College, the representation of the Associates on the Court after the initial period, and the desirability for an

increased representation of the Academic Board and the Council on the Court of the Royal College during the initial period. We have strongly emphasized the need for an adequate scholarship scheme to be associated with the courses leading to the awards of Associate and Member. Another comment to the Minister of Education was the vital necessity of the need for increased financial aid to the local authorities. If higher technological education is to develop in the technical colleges, complementary with the universities, the colleges must receive the same measure of financial assistance from the Government that the universities receive. Machinery providing for this increased financial aid to the technical colleges must be set up in the early stages of the new scheme. The Government has a glorious opportunity during this, our Festival of Britain year, to announce the setting up of the Royal College of Technology, and so tell the world of our intention to build up a system of technical education worthy of the achievements of the nation. We urge that this be done as soon as possible.

The development of the Higher Technological Courses in the technical colleges will necessitate some degree of concentration of the advanced work in the technical colleges. To talk of up-grading a few selected colleges is no solution to the problem. The concentration of advanced work must be spread over all the major industrial areas. The link with industry must be maintained and strengthened and the advanced work must be carried on where the relevant industry is situated. Where it is not practicable for the advanced work to be done in all the departments of the college, the advanced work can be undertaken in one or more departments. These advanced courses can be based on existing foundations. We must build on the undoubted achievements of the technical institutions in this country. This means that the work at all levels must be expanded, for it is from the existing courses in the colleges will come the students for the advanced courses. The continued expansion of the National Certificate Schemes is an indication of the importance with which these courses are regarded by industry, and there must be ample opportunity in the shape of scholarships to enable these students to enter the advanced courses. Further expansion of the National Certificate and Craft Courses are needed to ensure that the supply of technicians to industry is maintained and increased.

For the development mentioned, the accommodation must be more adequate. There has been little improvement during the past year in the accommodation in the technical colleges and institutes. Conditions of work in some areas are extremely bad. Some new colleges and extensions have been completed, but these increases in accommodation were accompanied by greater increases in the number of students and the volume of work with the result that, taking the country as a whole, the position remains serious. H.M. Inspectors report that "every hole and corner in the colleges has to be utilized for teaching purposes. During the past year, classes have been seen in main halls, dressing-rooms, cloakrooms, staff rooms, stores, etc." Other reports indicate that, in some parts of the country, there is no accommodation for part-time day classes of any kind. It is hoped that the eighty-three major projects commenced during 1950 will keep pace with the increasing demands on the colleges and do something to reduce overcrowding. Much will depend upon the speed with which these and other projects are brought into full use.

Linked with the problem of accommodation, are the conditions of service of the teacher. To attract suitable qualified teachers into the colleges and institutes, the conditions of service must be such so as to enable them to do their job efficiently. Adequate time should be allowed for preparation and marking of students' work, as well as supervision of laboratories and workshops. Facilities for and freedom to do research must be made available. In this report, it is hoped that the local education authorities



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Secondary Technical Schools

The report of the Ministry of Education for 1949 comments that the secondary technical schools, as a whole, have hardly yet had time or opportunity to outgrow the limitations imposed by their history. It is all too true that the secondary technical schools are not being given the opportunity of the development that should be accorded them. Local education authorities should pay earnest regard to the further comment of the Ministry of Education in the same reports that too often these schools fail to obtain a fair share of the abler pupils, because their age of entry is higher than that of the grammar schools. An additional indication of the Minister's regard for the importance of the secondary technical schools was shown when he addressed a meeting of grammar school teachers recently, and said that the secondary technical schools should cater for the same level of intelligence as the grammar schools. The Percy Committee also realized the importance of the development of the secondary technical schools. In the report of this important Committee on Higher Technological Education it is emphasized that the development of this new avenue to higher education is an essential part of the plans necessary for supplying industry in the future with a steady flow of recruits of high quality. In the secondary technical schools the student has a better chance than in any other type of secondary school of realizing that scientific knowledge does not exist in a vacuum but can be used to do a particular job more efficiently. He is made conscious of the possibility of the application of scientific knowledge to practical problems. In view of the repeatedly expressed need for the development of the secondary technical school it is surprising that there has been so little progress in this direction. New secondary technical schools are badly needed in some areas, and most of the existing technical schools lack the accommodation to make possible the organization of a course lasting from eleven to eighteen years. Many of the schools are still housed in technical colleges, with no opportunity of expanding. Local education authorities should consider it a priority to provide adequate separate accommodation and at the same time relieve the technical college of some of its problems of accommodation. The accommodation of the existing secondary technical schools should also be increased so as to give adequate room for development. Industry has always recognized the worth of these schools and welcomed the students from them. Parents are also becoming more aware of the importance of the secondary technical school, and the number of these schools in most areas do not meet the demands. The secondary technical school has an important part to perform in the future development of technical education, and local education authorities should see to it that there are a sufficient number of these schools to provide the essential first rungs on the ladder of technical education which the country needs.

This year students in the secondary schools will be sitting examinations for the new General Certificate of Education and amongst these will be students from the secondary technical schools. The present examining bodies are not able to meet the needs of the secondary technical school students. They have little understanding of the needs of students with an aptitude for non-academic subjects. A ninth examining body is urgently needed to cater for candidates for the General Certificate of Education from the secondary technical schools and certain students in establishments of Further Education. Our Association, in conjunction with the Association of Technical Institutions and the Associations of Principals in Technical Institutions, has made urgent representations to the Secondary Schools Examination Council urging the need for the formation of the new Examining Body and the operation of its examina-

tion at the earliest possible date. It is most disturbing that a decision has not yet been reached to set up the Ninth Examining Body. If there is much further delay, the secondary technical schools will be obliged to take the examinations of the other examining bodies. If they continue to do so they will be in great danger of losing the distinct character which enables them to play such an important part in the field of technical education. We must exert all our influence and pressure to ensure that the new Examining Body will be set up in time for the examinations next year.

During the past year we have been engaged in some of the most difficult negotiations in the Burnham Committees. After long and protracted negotiations on the main Committee, agreement was reached on an increase in the basic scale. This basic scale is still, however, far from being adequate remuneration for a profession which bears such heavy responsibilities. If the cost of living continues to rise during the operation of these reports, then it is most probable that the teachers will be forced by circumstances to press for a further increase in the basic scale before the expiration of the period of operation of the present reports. The new scheme of special allowances give the local education authorities a greater measure of flexibility and freedom of action than the old scheme. This will enable them to meet the particular needs of different types of schools and different sizes of schools. The area pool will enable authorities to provide an adequate scheme of special allowances which will give genuine incentive for assistant teachers.

The new Burnham Technical Report recognizes that the establishments for further education for which the report is intended varies from the small evening institutes to the large technical college undertaking a large proportion of work of a university standard and requiring on its staff teachers of the highest possible attainments both in training

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and experience. If the technical colleges are to develop higher technological courses on the lines suggested by the National Advisory Council for Industry and Commerce, the salaries offered must be such as will attract suitably qualified men and women. At the present time the salaries offered are not adequate and do not attract suitably qualified teachers into the colleges.

One of the most interesting and encouraging developments in further education since the war, has been the steady increase in the number of young workers who are released by their employers during working hours to follow educational courses of one kind or another. The time of release is usually for a day or two half-days a week. This day release is not confined to young workers from the 15 to 18 age group, quite a substantial number are over 18 years of age and many are over 21 years of age. In most parts of the country employers are willing to release their young people and local education authorities are anxious to make arrangements, but there is an absence of accommodation in which further classes can be organized.

The New and the Old

Many of our members will remember the days of not very long ago when to attend part-time evening classes entailed very considerable sacrifice on the part of the student. My own experience was to attend classes three evenings a week during the winter at a town four miles away down a bleak mining valley with no convenient train service and no bus service at all. Often we arrived drenched to the skin and went back home as soon as possible with the only available train. The health of many students broke down under the strain. The times spent in attending evening classes and doing essential homework often meant an almost complete absence of social activities by the student. Such an environment was bad for the development of youth. No youth should have to sacrifice his health and friendship for the sake of his education. Even in those days some local education authorities set the foundation of the present practice of part-time day release. Day classes were formed with the local education authorities partly recompensing selected students for the loss of the day's wage. Technical education owes a great debt to these pioneering authorities. The further extension of part-time day release is an essential condition in development of technical education, for it is from these students will come some of those who will attend the senior and advanced courses.

In no branch of the education service has it been more vital than in the technical branch that the teacher be allowed complete academic freedom. Only by the use of this freedom has it been possible to plan courses of study with the maximum adaptability to new conditions and techniques. We agree most heartily with the Permanent Secretary to the Ministry of Education when he said that "The more free you feel and the more free you are in various respects, the better you educate" and "perhaps the most essential freedom of the teacher is to decide for himself what to teach and how to teach it." Such academic freedom gives to a teacher a sympathetic environment in which he develops his work to the advantage of himself and the student. One essential by which a college can control its academic freedom is to control its examinations, and it is to be greatly deplored that there is in some areas a move to make the examinations for the initial years of the National Certificate Courses an external examination.

We are now entering a phase in the educational progress in this country when technical education is ceasing to be the Cinderella of the educational system it has so long been in the past. We look forward to the time when the system of technical education will supply to industry its full needs and industry will, in turn, give to our people those things which are needed for the living of a full and happy life.

Finally, let us hope that during the coming year the nations of the world will resolve their differences, so that

we can enjoy a period of peaceful development, during which our efforts to help to improve industrial efficiency will result in industry making its maximum possible contribution to the welfare and happiness of mankind.

School Building Programme in Northern Ireland

The total value of contracts which it was hoped to place for school building in 1951, would probably not be far short of £2,500,000, said the Minister of Education in the Northern Ireland Parliament, last month.

The number of teachers in primary schools had increased from 4,921 in 1946 to 5,706 in 1950, and the classes of over fifty, which number 1,056 in 1946, were now no more than 450. In other words, the percentage of classes with an enrolment of forty or under has risen steadily within the past five years from 51 per cent. to 68 per cent., and we have 800 more teachers in our schools than we had in 1946. This was a noteworthy achievement and an educational reform of the first importance.

"We cannot advance any further in this matter until we secure more accommodation," continued the Minister, "and we shall secure it chiefly by the transfer of the senior classes from the primary (or elementary) school to the secondary intermediate school."

The Minister said they were not unmindful of the fact that there were too many outmoded, unsatisfactory, unhygienic primary schools, and that, in addition, movements of population were requiring the provision of accommodation where, perhaps, there were formerly no schools at all.

Since April, 1950, eight new primary schools had been in course of erection, and extensions were being provided in the case of five existing schools; the total provision of school places that will thereby be afforded was 3,400. For the present calendar year, they hoped that the authorities and managers concerned would be able to place contracts before the year was out for nineteen more new schools and extensions, and these, when the work was completed, would provide 3,600 school places. Thus, within a few years—if all went well—they should have built thirty-two new primary schools and extensions with a total of 7,000 places.

Secondary Intermediate Schools

Turning to the secondary intermediate school, the Minister said he had every hope that by the end of the year contracts would be placed for the building of no fewer than thirteen new secondary intermediate schools, which would provide 6,600 places. In addition, the Ministry was considering proposals for the erection of 105 schools; some of these proposals were, of course, in the very early stages, but others, he was glad to say, were relatively well advanced.

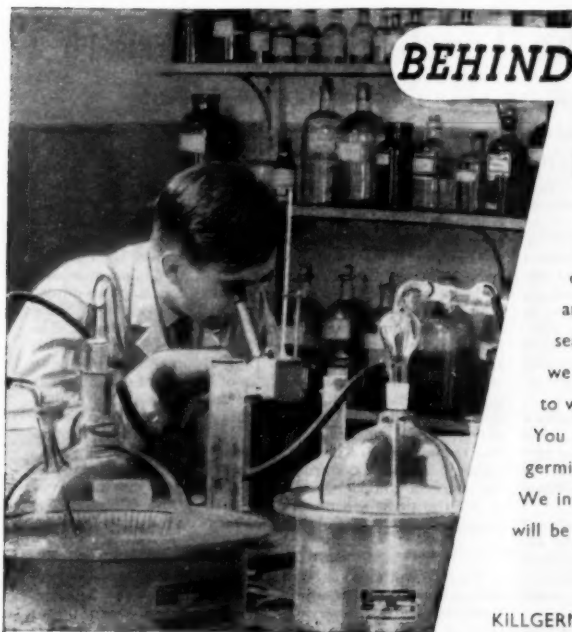
Grammar Schools

Extensions had already been made or were being carried out at present in the case of nine grammar schools. It was hoped that new work would be started in nine others this year. The building that was being done in this type of school would not provide more than 900 new places, but it would greatly relieve the intolerable congestion that obtained at present in many schools.

So far as he could ascertain, they in Northern Ireland were, relatively, as far advanced in their school building programme as the people in Great Britain.

Training of Teachers

In 1924, 155 men and women were admitted to training at the two training colleges; in 1938, 119, while last year there were 346. There were at present 873 students in training at these two colleges, of whom it was estimated that 215 would complete their training in a few months; in addition, next year, there would be almost exactly 100 students in other training institutions.

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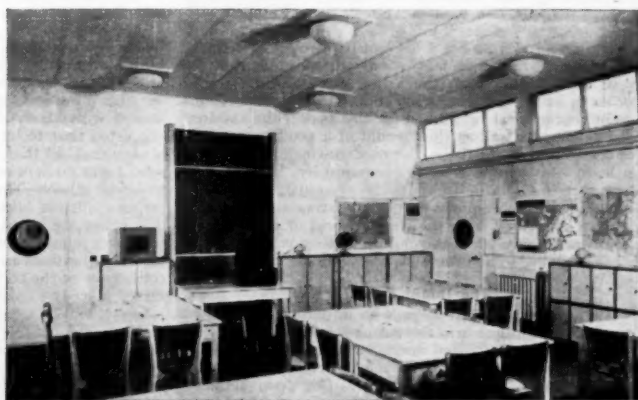
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The Attitude of the Teacher to his Task

*The Presidential Address of Mr. H. J. Collett (Wandsworth Training College)
to the Annual General Meeting of the London Schoolmasters' Association.*

Since the war many of us must have read and listened to a number, one might almost say an alarming number, of addresses on educational topics, many of them inspired by the publication of the 1944 Act. It seems that almost every aspect of education has been investigated and that there can remain little to be said that is new. With this chastening thought in mind, I am venturing to express some views on the attitude of the teacher to his task, partly because I believe that there is danger on the one hand from the extreme educational theorist, and on the other from the practitioner who opposes even the thought of change in method. Our difficulties lie not with the bright child, who, given scope, will look after himself, nor with the very backward who are dealt with in special schools; but with the large majority of average youngsters who are taught by the majority of the profession.

We are aware, only too clearly, that we are undergoing a great social revolution, brought upon us by a combination of economic necessity and of democratic ideas. But that this social change demands variations in educational method is perhaps less obvious, and even when perceived is sometimes resisted.

What are these changes? In practice, they are not all new, as many of the older members of the profession are able to assure their younger colleagues; but in concept, they seem to demand an almost complete change of attitude occasioned by the realization that the young child's world is a world of play.

In recent years there has been a closer investigation into the growth of the child from a very early age; an investigation which has been, to some extent, forced upon the educationist by the necessity for nursery schools during and since the war. As parents we may have watched with interest and amusement, if not always with understanding, the natural processes of development of our own tiny children; but when those very young ones are placed in the care of adults other than their own parents and brought together in larger groups, a new community is set up, and those in charge must be trained for this task if the children are to develop as well as they would in a good home. We have discovered more about the way in which young children learn—by acquiring experiences and by "doing." In the nursery school there would be obviously no formal teaching. The technique is to provide situations, most of which are connected with the child's world of play, and to assist or guide only when the child fails to gain satisfaction or when in doing so he upsets his companions.

The Infant School

It is not surprising that there is an impulse to carry over more of this technique into the infant school because it has become increasingly realized that integration of interests is a slow process and that it is reasonable to attempt to educate along the lines of natural growth and not upon artificial concepts. There is little doubt that in the past we have tended to hasten this integration. In other words, we have thrust the child too quickly towards adulthood. Young children do not understand what is meant by learning; they do not know what is meant by subjects, which are merely something they like or something they do not like.

The infant school in its turn is bound to make an impact on the junior school. Many heads and assistants have acknowledged this fact and have made considerable changes in method and approach, but there is still some antagonism, often from people who have had no experience of infant teaching method. They are not concerned whether or not the change is worth while; they are merely concerned

to avoid change. There are still too many classrooms in which teaching is mainly talking by the teacher.

The junior school has a rich opportunity to profit by the knowledge of the needs and interests of the child. It can be a community in which children want to know and want to do, and where they themselves do the learning, not where teachers say, "I've taught you that a dozen times."

There are to-day many junior schools where the curriculum and method is based on the child's needs and interests, and you have in all sincerity, found it necessary to adjust your own attitude to this teaching. Most children show astonishing competence in carrying out difficult tasks and in acquiring quite detailed knowledge of subjects in which they are interested; but, as John Duncan, who has done outstanding work in the teaching of backward children, has put it, we tend to underestimate the child's ability and to overestimate his experience. The pressure of the common entrance test, which in urban areas at least, is as great as was the pressure of the old Junior County Scholarship, has perhaps driven us towards a too mature approach. Many of the schoolboy howlers which are retailed in the staff room or by the press are merely evidence of the failure of the young mind to grasp adult ideas.

More Contact Needed

There is not close enough contact between infant schools and junior schools, even when they are on the same building. I should like to see every teacher with a knowledge of infant method, having had during his training, or even during his service, the opportunity at least of visiting good infant schools to see what precedes the work he has to do.

There is probably still less contact between the junior school and the secondary school. Here the difficulties are greater, for whereas a junior school normally feeds from a single infant school, the secondary school draws its pupils from a number of junior schools. Nevertheless, the process of education is continuous and not disjointed and many secondary modern schools could profit from a much closer liaison with the junior schools in their area. It is not suggested that techniques should be identical, but it is not always realized that the change from primary to secondary school is as great or even greater than the change from infant to junior school. The secondary school has the tremendous responsibility of launching its pupils into the world and its difficulties are indeed enormous. It can, with advantage, take over much of the vitality of the junior school, introducing new situations and experiences and helping to restore the confidence of the boy who did not get to a grammar school. Here, of course, the importance of individual needs and interests will be as great as ever, and the somewhat smaller class should make possible the diagnosis of them. John Duncan tells the story of his visit to a rural secondary modern school. One class was working out examples in arithmetic. For some time he watched a big lad who was staring out of the window. The class teacher, following the direction of his visitor's gaze, whispered, "That boy is very backward; he can't even count." Duncan walked over to the lad and sat down beside him, and he too stared out of the window. Across the yard was a field containing a flock of sheep. Turning to the lad, Duncan remarked, "That's a fine flock." "Ar—Lincolns," was the reply. "Looks a big flock," persisted Duncan. "Ar," said the lad, "a hunnerd and forty-three." "How do you know?" asked Duncan. "I counted 'em," replied the boy. "I looks arter 'em."

There is a need for more experimental work, particularly on the practical side, in all schools, and boys should have

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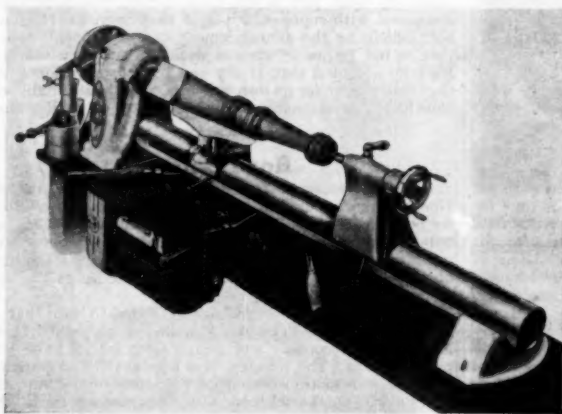
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full opportunity of trying out new and varied materials and techniques. At this moment we can see the result of contemporary work in the arts and sciences at the Festival of Britain Exhibitions which might well be a source of inspiration to our schools.

In its peculiar task of sending its pupils out into the world, the secondary school has the most difficult job of all. Contact with the outside world in preparation is not easy and in some ways not desirable. The pressure of modern life, particularly in the towns, the instability and danger of the international situation and a growing materialism tend to provide the secondary schoolmaster with a class of adolescents who "couldn't care less." It is here that the school has to concern itself with the question of human relationship. It must try to develop a community which will provide the lad with armour against the sense of frustration that he will meet. It must be a community in which there is a sense of unity, a common feeling and unselfishness in action, a community whose members are brought to see the other chap's point of view and to know something of his aspirations and his difficulties. Some effort must be made to encourage the objective acquisition of informed opinion, so that the youngsters can be on their guard against spurious propaganda and appeals to passion. I believe that all this is an intensely personal matter which can be dealt with only by close personal contact in a school of moderate size. For that reason I have some doubts about what appears to be developing into a large scale experiment in the formation of comprehensive schools in London. The aim is good, but the path is hazardous. I hope that we shall not see an "educational groundnut scheme."

The Teacher's Difficulties

I have already mentioned some of the teacher's difficulties. Let us look more closely at them. The most important has been acknowledged by all concerned in education to be the excessive size of classes and the lack of space. I fear that there will be long delay in remedying it. As a sad commentary, I recall the remark made by Mr. J. C. Hill, L.C.C. Staff Inspector, at a conference two years ago, and recently upheld by the Minister himself, when he said that a reduction in the size of classes would be the greatest single advance in education. He went on to say that because of crowded classrooms he often had to advise teachers to continue to use methods which he felt were educationally unsound. We must press vigorously for this reduction, particularly in primary schools, where the increase in the birthrate during the immediate post-war years will shortly be felt. But more teachers are needed, and people of the right calibre must be attracted to the profession by adequate salaries and be given adequate training.

C. K. Ogden offers an epitaph for some teachers of the old school:

"Here lies one
who wasted all his own time
And much of other people's."

We must re-educate the teacher who persists in adhering to completely formal methods. He must have the opportunity to examine his task with more detachment; to get outside the four walls of his classroom. He needs time for reflection—to sit back and think, because he himself is the arbiter. In a lecture at King's College, earlier this year, Sir John Maud, Permanent Secretary to the Ministry of Education, said: "Perhaps the most essential freedom of the teacher is to decide for himself what to teach and how to teach it."

On the other hand, we need a greater understanding by some administrators, inspectors and advisers of the day to day problems of the teacher. I believe that they are aware of them; but they do not experience them, nor do they realize how difficult the teacher's task is made by them. I refer to the many duties that have to be performed which are not connected with teaching, to shortage of material

and equipment, to dilapidated and out-of-date buildings. Furthermore, the difficulties of the teacher are not lessened by the attitude and pronouncements of some prominent members of the public, who would have us believe that the schools are failing in their job.

I referred at the beginning of my address to the extremists who constitute a danger to education and have refrained from further reference to the reactionary teacher (the crank is to be found not only amongst the theorists, but also amongst the practitioners) because I believe that the great majority of teachers are performing magnificent service often under conditions of great difficulty.

But there are people whose fancy has been caught by new ideas—some of them are pseudo-psychologists, and some are pseudo-teachers. They believe, or say that they believe, that frustration is the cause of all our ills and that self expression is the remedy. Frustration may be the cause of some of our ills and self expression may help to avoid some of them, but when these "whole-hoggers" as I would term them, get to work, there is indeed chaos in the classroom and what is worse a wholesale condemnation of any attempt at a new approach, so that the unsympathetic are strengthened in their antagonism and the uncertain fear to experiment.

I spoke earlier too, of status. That of the schoolmaster is controlled largely by his salary and conditions of service, but it is also affected by personal qualities. Status comes from within as well as from without. Whilst we will not abate our fight for adequate salaries, let us not fear to give expression to our ideas on education. I believe that, in spite of a disinclination to talk shop, many of our members have a growing desire for purely educational activity in our organization if the work of the L.S.A. Education Committee is any guide, and some of us think that therein may lie our most important work.

Equal Pay

Deputation to the Minister of Education

A deputation from the National Union of Teachers, led by Miss S. C. Bertie, Principal of Wynyard Hall Training College, Wolviston, Co. Durham, who is ex-President of the Union, was received by the Minister of Education in London, last month.

The Minister, replying to the Deputation said that, as already stated by the Chancellor of the Exchequer, the question of making a beginning with implementing the policy of equal pay in the Civil Service was now under discussion with representatives of that Service. He could not anticipate the announcement of Government policy, that would be made when a decision had been reached. He fully accepted that, if any new policy were adopted by the Government for its own servants, this should enable the Burnham Committee to review the matter on similar lines.

Road Safety

In a joint message, the Minister of Education, the Rt. Hon. George Tomlinson, M.P., and the Secretary of State for Scotland, the Rt. Hon. Hector McNeil, M.C., M.P., pay tribute to the success of the 1950 Children's Safety Campaign in the Summer number of *Safety Training*. The total of 868 child fatalities was the lowest recorded in the past twenty-five years.

The message reads: "We are very glad to learn that, in 1950, the number of children who died on the road was the lowest ever recorded, and nearly 100 less than in the previous year. The country owes a great debt of gratitude to all those who are working for the safety of children, and particularly to the teachers, for their fine efforts in this life-saving work, which is more than ever necessary to-day, in view of the increasing numbers of road vehicles."

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The Training and Supply of Teachers

First Report of National Advisory Council

A warning about the future teacher supply position is given in the First Report of the National Advisory Council on the Training and Supply of Teachers.

The recruitment and training of teachers has been built up to a high level never reached before, says the report, but this increase is hardly sufficient to meet the steep rise in the birthrate. Unless more places are provided in the training colleges and more candidates are found to fill them, it will not be possible, after 1954, to provide fully for the additional children in the schools. The immediate need is to attract suitably qualified candidates from among girls who have left school in order to fill all vacancies in the training colleges in the Autumn of 1951.

At the beginning of 1950 the total number of teachers in maintained and assisted primary and secondary schools, thanks largely to the emergency training scheme, was 209,000 compared with 187,500 three years earlier. The estimated number of teachers required by the beginning of 1954 is 229,500. The best that can be hoped for is that, provided that all existing training college places are filled each year, this number will by then be almost reached, and so enable the staffing standards of 1950 to be maintained. The Council calculate that between the beginning of 1954 and the beginning of 1957 the present output of trained teachers would not be enough to maintain 1950 staffing standards, but that if, after 1954, the net annual increase in the number of teachers could be increased from 4,000 to 5,000, there would, by 1957, be enough teachers to provide for the additional children with a small margin for improving staffing standards over those of 1950. By 1960 there would be a substantial improvement.

The National Advisory Council, consisting of forty members under the chairmanship of Sir Philip Morris, was appointed by Mr. George Tomlinson, in 1949. Its purpose is to keep under review national policy on the training and conditions of qualification of teachers and on their recruitment and distribution in ways best calculated to meet the needs of the schools. Since 1949, the Council have made a number of important recommendations to the Minister.

The present difficulty in teacher supply is due largely to the rise in the birthrate immediately following the war, which began to be felt in the infants' schools after 1949. As these children pass up the schools, so teachers must be found for an exceptionally large number of infants in 1953-54, then for juniors in 1956-57, and finally for secondary school pupils in 1960 and the following years.

To meet the needs of the secondary schools, about one-third of each year's output of arts and science graduates from the universities will be needed for the teaching profession. If the present proportion of graduate teachers in secondary grammar schools (77 per cent.) and secondary modern schools (14 per cent.) is continued, and some allowance is made for staffing improvements, particularly in the fifth and sixth forms, by 1960 the schools will need 10,000 more graduates than they have now. To meet these minimum requirements the annual volume of graduate training will need to be increased gradually from 2,900 in 1950, to 3,900 in 1960. Of this total, between 1,200 and 1,300 will need to be mathematics and science graduates.

The supply of mathematics and science graduates has not been sufficient to meet the demands of the schools. The number of men graduates now entering the profession may be sufficient to make good ordinary wastage but it is quite inadequate to meet the demand for additional teachers. The recruitment of women graduates in these subjects is not enough to offset wastage.

The Council are also concerned about the quality of graduates entering the profession, stating that "it appears

at least doubtful whether the quality of the new entrants, as measured by the class of their degrees, is good enough to maintain the present level of quality of the whole body of graduate teachers in grammar schools." The number of post-graduates taking their professional year of training with first or second class honours degrees has increased somewhat since before the war, but there has been a relatively bigger increase in the number of other graduates taking the course of professional training. As a result, the proportion holding first or second class honours degrees is estimated to have fallen by about 10 per cent.

A number of recommendations for dealing with the future supply of teachers are made by the Council. They recommend that the number of training places for both men and women should be increased from 1952 onward, and that every step should be taken to encourage more girls to stay on at school till the age of seventeen or eighteen and that more attention should be given to getting recruits from among girls who have already left school. There is no difficulty in finding men candidates. The Council also recommend that students in training colleges should be given better grants. Since the recruitment of graduate teachers falls considerably below requirements, the Council ask that the results of their investigations should be brought to the notice of the universities and the university Grants Committee as soon as possible.

The report reveals that the 'rationing' scheme for women teachers, introduced in 1948, has not yet entirely achieved its objective of ensuring an adequate supply of teachers to the areas most in need, but the Council are convinced that without it some authorities would have faced still greater difficulties in staffing their schools.

The Report includes some graphs which show clearly the estimated number of teachers required at various future dates to provide for the increasing numbers of children and at the same time to maintain 1950 staffing standards.

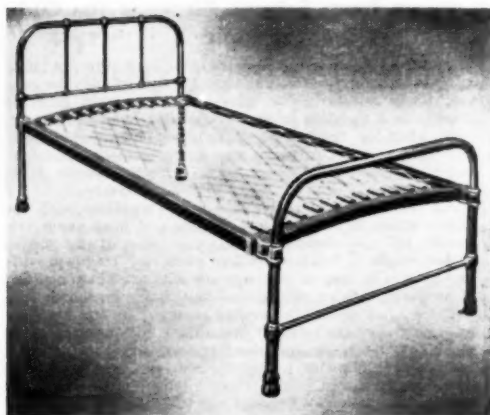
Meeting of Training Colleges and Teachers

At a meeting of training colleges and teachers, held in Cardiff under the auspices of the University College Faculty of Education, Sir Ben Bowen Thomas, Permanent Secretary, Welsh Department, Ministry of Education, said:

"Each of the Faculties of Education at the four University Colleges of Wales have made a promising start, but, taken as a whole, their progress has not been quick enough. The University of Wales has tried to keep its four ships sailing at the same speed, in spite of the fact that they do not all have the same horse-power. Egalitarian justice amongst themselves did not produce fair results for the country. The total power in the Cardiff University College area in the number of colleges and teachers involved, exceeded that of the other areas. It compared with some of the provincial universities in England. The Ministry of Education would like to see this fact recognized in the development plans of the University Education Board for the next five years, so that the developments of the work in South-East Wales should be more adequate to meet the needs of the area."

Sir Ben Bowen Thomas also paid a tribute to the work of Dame Olive Wheeler, who is retiring from the Chair of Education of the University College at the end of this session.

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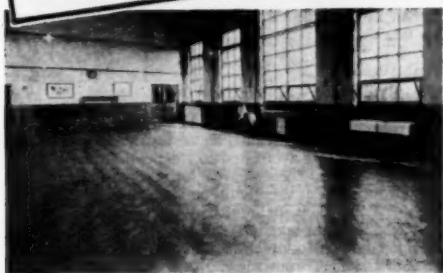
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Effect of Rearmament on School Building

Opening a new primary and secondary modern school at Scunthorpe (Lincs.), Mr. George Tomlinson, the Minister of Education, spoke of the effect of rearmament programmes in this country and abroad on school building.

We must expect to see a return or worsening of many of the old difficulties and there will also be some new ones, said Mr. Tomlinson. We must also accept the fact that schools will have to be built in difficult conditions and plan accordingly, and one of the most important tasks facing the Ministry and local education authorities for some time to come will be to use the utmost ingenuity in overcoming these difficulties in order to maintain the momentum of the school building programme.

"We are not going to cut expenditure on education if we can help it," said the Minister, "but we must see that every pound spent is put to the best possible use. We are getting better value for money now than we were two years ago, and most authorities have not found it difficult to work within the reduced cost limit which we have applied. Our 1951 cost limits are 12½ per cent. below the 1950 figures, and that means a 25 per cent. reduction on cost compared with the 1949 average." These lower limits are not going to be easy to achieve, he added, but he was satisfied that we can maintain them without loss of educational standards and without building badly, and he hoped that those who wanted them to economize in education would note that during 1951 schools will set an example by being one of the few things that will be cheaper than they were last year.

Labour Position Not Likely to Improve

Mr. Tomlinson warned authorities that the building labour position was not likely to improve for a long time and that in some places it may get worse because of the new defence building programme. It was no good designing schools in brick where there were no bricklayers. They must go for schools which could be built quickly and efficiently with the amount and type of labour likely to be available. Modern labour-saving methods of building, however, could only produce first-rate schools quickly if the plans were drawn from the outset with the chosen method in mind. Much labour could be saved on the site by the use of certain non-traditional methods of construction.

Mr. Tomlinson said that, in the last few years, for various reasons, many educational projects had been started on the ground without adequate "pre-planning." The result had been delay on the site, waste of labour and increased cost. It was more important than ever to avoid adding difficulties of this kind to those which must be expected as an inevitable consequence of the rearmament programme. Good progress had already been made in this direction. The planning of the 1950 programme had been done in much better time and in much better order than the 1949 programme. Nevertheless, far too much of the 1950 programme had started on the ground relatively late in the programme year. This must be improved on in the 1951 programme and there were encouraging signs that jobs in this programme were much further advanced than the 1950 jobs were at a comparable time in the programme year.

"It is essential that local education authorities keep their technical and administrative procedures constantly under review," added Mr. Tomlinson. "We must see that projects are started in good time with all the planning work complete and also that they are efficiently supervised and managed while under construction on the ground."

"The early clearance of sites, sensible contractual procedures, and the proper provision of adequate drawings for the builder are among the measures which are indispensable if time and money are not to be wasted, and if the schools are to be ready when they are needed."

Meals from School Kitchens for Old People

Enquiries reaching the Ministry of Education from time to time suggest, says Memorandum 14, that it may be convenient to authorities to have the information given in answer to a question in the House of Commons on April 26th, when Mr. Fred Messer, asked the Minister whether he was in a position to make any announcement about the supply of meals from school kitchens for the benefit of old people.

Mr. Tomlinson, in reply, said: I sympathize with the object which Mr. Messer has in view and have given this matter full consideration. I am not aware of any powers under which a local education authority could provide meals for a section of the populace who are not concerned in any way with an educational institution for which that authority has specific or implied powers. If, however, the local authority are satisfied that they could properly make meals available for a voluntary organization or other competent committee to distribute to old people and the meals can be spared from a school kitchen, having regard to all the circumstances, I should not feel called upon to offer any observations provided that the following conditions to safeguard the School Meals Service were strictly complied with:

(a) Payment received for the meals must cover the gross cost of producing them, including a reasonable sum for depreciation of plant and equipment, and no net charge in respect of these meals must be included in the authority's school meals account.

(b) Meals can be supplied only on days when the kitchen is open for the production of school meals and the production of the meals for old people on such days must not interfere in any way with the quality of the service provided for school children.

(c) The voluntary organization or other committee must take full responsibility for supplying containers for the old people's meals, transporting them from the kitchen and returning the containers to be used another day.

Possibilities of Parent-Teacher Associations

"Parent-Teacher Associations do not give teachers right of entry into the homes of their pupils, nor do they allow parents to inspect schools." This statement was made by Sir Ben Bowen Thomas in an address to the Ebbw Vale Parent-Teacher Association at Ebbw Vale Grammar School.

Parent-Teacher Associations brought two experts together, said Sir Ben, parents and teachers, so that they could pool their knowledge in the interests of the children, and so combine home and school in one educational process. Both stood to benefit from such an arrangement.

Wales had not fully awakened to the possibilities of these Associations. Were Welsh parents to-day less concerned about the education of their children than those of a generation ago? Were they inclined to delegate their responsibilities exclusively to teachers and administrators? These Associations could do much to prevent the isolation of schools and teachers from the life of a neighbourhood and ensure that both the homes and the schools were working together to maintain and enrich its best traditions.

Dr. N. A. R. Mackay has been appointed British Council Representative in Scotland in succession to Mr. H. Harvey Wood, now the Council's Representative in France. Dr. Mackay took up his duties in Edinburgh on May 28th.

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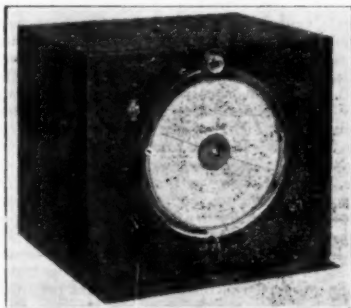
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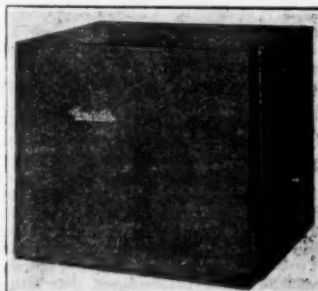


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Education in the Next Half-Century

By A. R. WILLIAMS

Changes in educational policy are mainly changes, not of essence, but of emphasis. There are no more revolutions in English education than in English politics; no overnight reversals of policy or technique, only a gradual variation of trends that imperceptibly with the years change the outlook of teachers, pupils and educationists while they themselves, are scarcely aware of altered conditions and achievements.

The first half of this century has seen many such changes and most of us hopefully believe a silent revolution of improvement has been taking place since the abolition of payment by results, the implementation of the Hadow Report and the creation of a Ministry of Education. What trends may make themselves felt between now and 2000 A.D. only the most acute observers can say, but certain general projections suggest themselves to the practising teacher.

The virtual nationalization of education in Britain and the co-ordination of educational with welfare services has brought to the fore a fundamental problem of sociology which educationists of the next fifty years will have to solve. Now that education becomes a department of state activity, the survival of the individual, the avoidance of a standard school product, becomes a matter of more serious concern. Educationists are already asking, and must find an answer to the question whether the wide responsibility undertaken by the state in respect of children up to fifteen years of age will gradually atrophy the qualities of initiative and independence, as well as self-assertion, which the tradition of British education has for so long hoped to promote. Schools are getting bigger, their functions are extending and encroaching upon those of the home. Not only is the individual pupil dwindling in significance as a unit of a greater aggregate, but the influence of the school, quantitatively at any rate, tends to overshadow that of the home, the Church and the voluntary organizations hitherto partly concerned with the formation of his character and his training for life. Though the ultimate result may be for the child's material benefit, the conflict between school and home loyalties must be intensified. The social consequences may be unfortunate for the child and the community.

Internally, education has other decisions to take and other developments to encourage. The next ten years will probably see the abandonment of the fallacy that a reduction in the size of classes is a panacea for all the ills of education. Even if this were a sound solution to teaching problems, it is manifestly impracticable economically and administratively. Classes cannot be split without additional accommodation and extra teachers; the cost of both prohibits any early development along these lines. Educational theory is bound to swing in favour of a substantial increase in the amount and variety of equipment which can be used to replace and relieve much of the laborious preparation necessary to provide working material for a large class. Such equipment may take the form of fully-produced material supplied by well-advised manufacturers, or of what may be termed "capital" equipment in the form of duplicators, stencils and other apparatus to assist the teacher to prepare his own material for his own class. Put another way, it is much more necessary that capitation grants (or whatever equivalents may emerge with time) should be generous and flexible than that classes should be limited to fifteen and have to work with slates. Most primary teachers will, in any case, agree that although teaching small classes may be easier, large classes are more stimulating for teacher and pupils.

Nevertheless, staffing ratios must be reconsidered. In the primary school there is a crying need for a reserve teacher

to fulfil the double purpose of relieving the class teacher from the daily strain of incessant teaching and affording him a chance of preparation time in the school day. A problem of adjustment must consequently arise in reconciling the tradition of a one-class-one-teacher relationship with some kind of specialization, perhaps in music or crafts or physical education. Since it has come to be recognized that primary school work is at least as exacting as secondary school work the primary teacher should be granted his "free" periods also.

School buildings normally represent educational investments of the most immobile and inflexible kind. Even the recent rage for prefabrication has not altered the fact to any appreciable degree so that readjustments in accommodation are always a clog on reorganization of educational practice. One agrees that a school building should have character and that something would be lost under a system of unit construction. At the same time, in spite of statisticians and population experts, the school population is so unpredictable in distribution that school organization could benefit considerably from architectural inventions which would devise a simple means of permutation and combination in class-room construction. No one, nowadays, doubts that the standards of school accommodation need to be improved, usually in matters of space for pupils and staff, in lighting, sanitary and cloakroom arrangements. No one, so far, has devised an inexpensive method of effecting these improvements at speed, or in such a way as to make it immaterial that a school which is used to capacity in 1951 is 20 per cent. under or over capacity in 1956.

Some radical revision of methods of teacher-training has long been necessary and must be devised immediately. We have advanced very little from the monitorial system of the nineteenth century. We congregate our teachers in seminaries, pump into them a certain amount of knowledge, give them a smattering of educational theory and a pinch of practical experience, and send them back into the schools to pump their acquired knowledge into their pupils. Insufficient notice has been taken of the spread of literary since Lancaster's day. The time is overdue when a teacher's training should be based on his developing role as a supervising, advising and co-ordinating agent in schools in which he is a mentor rather than an instructor. Under future conditions, teacher-training staff will cease to be effective unless their periodical return to schools in an active capacity is insisted upon. A sabbatical year is too much to hope for, but systematic secondment and exchange between schools and colleges must play a vital part in future teacher training.

A new conception of the teacher's function presupposes different standards for the selection of trainees for the profession. It has been realized for some time that success in public examinations is not a reliable index of teaching potential, and increasing emphasis has been laid on the personal interview, on non-academic interests and the elusive quality known as maturity. Sense of vocation is still an unassessable quantity and, at seventeen or eighteen years of age, the temperamental trait we vaguely term "attitude to children," just does not exist. The achievement of the Emergency Training Scheme in bringing into the schools large numbers of competent teachers who had few formal qualifications makes one hope that training colleges and university departments will be encouraged to keep their doors open for men and women who have already been out in the world and have been attracted to teaching for the feeling of satisfaction they believe they will derive from it.

Many practising educationists feel that the administrative octopus is already exerting a stranglehold on public educa-



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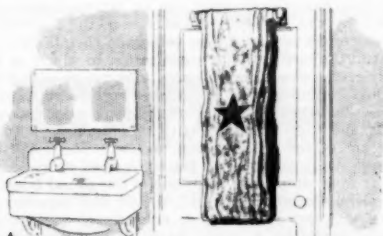
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tion. Despite the fact that devolution is so firmly emphasized in the Act of 1944, and regional autonomy is a living proposition, the elevation of the old Board to a Ministry has elaborated the administrative procedures at all levels and has multiplied the formalities necessary to obtain supplies and sanction developments. The human aspect of education is being threatened with partial paralysis by the "administrative attitude" which so many education officers and even head teachers and teachers seem to be developing. Work in the schools is worth nothing if it is not enjoyed by pupils and teachers and no work will be fully enjoyed that is overshadowed by administrative detail and regulations as legion as statutory rules and orders now are. Somehow, in the future, educational administration must re-humanize itself if teaching and learning are to retain their fun. It should not be difficult; the Inland Revenue Departments contrive to do it.

Minister of Education opens Conference on Visual Aids in Education

Opening a Conference on Visual Aids in Education, Mr. George Tomlinson, the Minister of Education, said that great progress had been made in the last three years in equipping the schools with projectors and making available to them a wide range of films and filmstrips.

Although the times had not been favourable to pioneering efforts, and despite the heavy calls on the time and energy of teachers and on the purses of local education authorities, visual aids had, nevertheless, won their place among the basic weapons in the teachers' armament and he was glad that authorities had given practical recognition to this fact. Important, as they were, these aids have had to take—and must continue to take—their place proper in the scale of priorities.

The close co-operation between teachers and members and officers of authorities was essential if teachers were to get precisely the films they needed and authorities were to be convinced—as they were increasingly becoming—that they were not dealing with frills, but with an invaluable means of bringing within young people's grasp a range of experience that they could not otherwise be given.

Probably the most important purpose of the Conference, said the Minister, was to work out ways of ensuring that the teacher's voice should always be heard in the making of educational films, since they alone knew what was wanted for the children in the schools. If a policy was worked out and machinery set up that would enable teachers to pool their knowledge and experience more effectively, it would make it possible for the National Committee for Visual Aids in Education to formulate with authority the requirements of the teaching profession. It would also help the Educational Foundation for Visual Aids to set about their task of getting the films produced with the confidence that when made they would fulfil a real need and obtain a wide distribution through authorities' libraries.

Mr. Tomlinson emphasized that the cost of films and projectors could only be justified if they really earned their keep. It was also important that visual aids should remain subordinate to the teacher's individual purpose. The mere exposure of a class to a film might have little value, but if the teacher had himself seen the film beforehand, its usefulness was greatly enhanced.

The Conference which was arranged by the National Committee for Visual Aids in Education, assisted by the Educational Foundation for Visual Aids, was attended by some 500 teachers and representatives of local education authorities from all parts of the country.

Pupils of Sladen School, Kidderminster, are to be congratulated. Everyone of the 416 save through the school's National Savings Group, and 10 year's total is £30,000.

Association of Heads of Secondary Technical Schools

In an address of welcome to the delegates to the first conference of this Association, Mr. Howard A. Costigan, Head Master of Palatine School, Blackpool, said:

That a national conference of my professional colleagues—now, let us hope, firmly organized into a recognized association—should follow so hard upon the heels, so to speak, of the first regional conference on the same ground, obviously proclaimed an appreciation of our necessity to present to the educational world a single united front.

That we have, at long last, formed a national association is a matter which cannot fail to give deep satisfaction to everyone interested in the welfare of the secondary technical school, and we, in the north, feel, and certainly have always hoped, that such achievement would be hastened and not hindered by the formation of our own regional body at meetings of which common problems have been discussed, experience pooled, and local policy tentatively elaborated on grounds of common agreement, with regionally-recognized spokesmen for regional negotiation. As everyone knows, this regional organization proved remarkably successful. It was, however, no part of our intention to prejudice in the slightest degree the realization of an aim that seemed to underlie the annual deliberations in Birmingham and elsewhere, but which continued to remain a hope unfulfilled and unformulated even, and, in consequence, of little effect in securing recognition of our own fundamental interests. In my view, the cause of the secondary technical school would have been enormously advanced had a national association existed soon after the early wave of enthusiasm amongst our supporters, and of alarm amongst our detractors had been aroused by the Act of 1944. At the same time, even the most enthusiastic amongst us have never been blind to the dangers and difficulties of too great haste.

Having, therefore, shown what can be accomplished by decision and by the strength of association, the northern pioneers are completely happy to submerge their identity within that of the new national organization to which, as a loyal constituent region, they will give, in common with the other regions, the fullest measure of constitutional support.

It has been objected that there are too many educational associations, and when one looks at the list one must admit that there are certainly more than a few. The English educational system—if system is the right word to use—is, however, far from simple. Indeed, one of our proud boasts is that we feel uniformity to be dull, deadly and depressing and variety the very spice also of educational life. The limited time available in these days of ever-increasing commitment make it far from easy to find professional organizations willing or competent to deal with problems of educational practice and administration outside their own immediate purview. A least this, local critics may be interested to learn, has been my personal experience with regard to secondary technical education. Nevertheless, real unity can be found in diversity when fundamental freedoms are threatened as the closed-shop controversy quite recently made convincingly clear.

We may, therefore, continue to march forward quite comfortably and confidently in the knowledge that we are neither duplicating the efforts of others for our welfare nor contributing in any way to professional disintegration.

Owing to heavy pressure of other work Sir Philip Morris, C.B.E., has asked to be relieved of the Chairmanship of the Secondary School Examinations Council at the conclusion of his present term of office. The Minister of Education has regretfully acceded to this request but he is glad to announce that Mr. J. F. Wolfenden, C.B.E., Vice Chancellor of Reading University, has accepted appointment as Chairman of the Council from 1st October.

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The
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No. 3311

JUNE, 1951

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It is an independent journal attached to no Association or political body, and in no way restricted to the protection of special interests or to the advocacy of any policy which is not primarily for the advancement of national education.

All communications intended for publication on editorial matters should be addressed: "The Editor, THE SCHOOL GOVERNMENT CHRONICLE AND EDUCATION REVIEW, Cobham House, 24, Black Friars Lane, E.C.4." All other communications should be addressed to "The Manager" at the same address. Remittances should be made payable to "The School Government Publishing Co., Ltd.," and forwarded to the Manager.

Advertisements and correspondence relating thereto should be addressed to A. Darby's Advertising Service, Cobham House, Black Friars Lane, London, E.C.4. Telephone for all departments: City 6086-7 (two lines).

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Month by Month

THE Report of the National Advisory Council on the Training and Supply of Teachers. Teachers have had a mixed reception.

Some of the adverse criticism which has been published suggests that the Report has served one immediate purpose, by provoking independent thought and enquiry. Some critics stress the "present deplorable understaffing" in our schools, but such criticism itself is open to the objections which we mentioned when commenting on the N.U.T. Conference resolutions. The *Daily Telegraph*, on the 24th May, draws attention to the raising of the school leaving age to fifteen as one of the factors which have created the demand for more teachers.

"Raising the school leaving age was a desirable reform, but it was introduced before there were facilities to implement it properly."

In addition to this additional age group, the schools are faced with the product of the greatly increased post-war birthrate. The demand for more teachers comes, too, at a time when other occupations call equally insistently for more recruits.

"Expanding industry now calls as never before for technical and executive personnel, who must be drawn largely from the same sources as teachers."

The *Times Educational Supplement* condemns the report as "completely barren of ideas." The enlarged and improved educational service which the Education Act, 1944, should provide, cannot be wholly staffed by teachers recruited solely on pre-1944 criteria. Hence it is claimed that other criteria for admission to the teaching profession must be created. We agree that "vague exhortations" to local education authorities to induce boys and girls to remain at school after sixteen are useless. They have been tried before and but recently. The needs of each stage and type of education must be studied to give the clue to new criteria. Grammar schools will need teachers of high academic qualifications. Technical schools will need their share of these and teachers also with specialist qualifications of a high order in technology, commerce and art. Other secondary schools will have less need of academic distinctions.

"A broad if not necessarily deep knowledge is required, with lively interest in everyday affairs, considerable skill in hand craftsmanship, and, above all, a discerning and sympathetic insight into the urges, interests and working of the 'ordinary' child's mind."

Similar qualifications are required for teachers in junior schools, "with perhaps added physical and mental resilience." In the recruitment of infants and nursery teachers, immediate and courageous experiment is called for which will disregard both conventional age limits and criteria of admission. We agree that many girls of "modern" school education would make good infants and nursery teachers, even though they cannot attain to present standards of admission to training colleges. Such girls, it is suggested, might well leave school at sixteen and "try their hands" as helpers to teachers in infant and nursery schools. Some local

education authorities have proved by experiment the truth of this claim. Such new and distinctive criteria would, however, have to be recognized in any future salary schemes. The many teachers with high academic ability who are engaged in teaching infants and even nursery children, are needed elsewhere and so are their academic abilities. The present single report on salaries for teachers of nursery children, infants, junior pupils and senior pupils might have to give place to separate reports with different standards for different categories.

There was a notable admission by *The Times* on 24th May, that the increased recruitment of graduate teachers since the war has been accompanied by a decline in quality which was described as alarming. It was accordingly suggested that greater financial inducements should be offered for, say, sixth form science work. This would be a solution only if there really were enough men and women available to meet the needs of industry and technological education and qualified equally to meet those needs and alternatively, to be "outstanding teachers of the sort that fifth and sixth forms require."

* * *

Delinquent Boys.

All who are concerned with the education of secondary school boys should buy and read the brief but very valuable report of the Joint Committee on Psychiatry and the Magistrates' Association. The Report draws attention to some of the commoner characteristics of the younger adolescent delinquent boy and demonstrates the great complexity of the problem of juvenile delinquency, its many causes, and the absurdity of expecting simple remedies. The section on home circumstances is of fundamental importance. It is frankly admitted that some boys from homes of good standard become anti-social because of unfavourable psychological or environmental influences. The appendices are of interest as showing not how few but how many youngsters of fully average intelligence become delinquent. It is not mentioned in the report but it must be recognized as a fact that all statistics relating to juvenile delinquency are concerned solely with those wrongdoers whose delinquency has been discovered. Those are the lads who have been found out. The higher a youth's intelligence, however, and the easier it will be for him to be successful in delinquency, to escape its adverse consequences, and even to escape detection. The report does wisely point out that the statistical distribution of delinquents between the different kinds of schools is apt to be misleading, since in many of the independent grammar schools and private schools wrongdoing is summarily punished. Thus there is another class of delinquents too, whose delinquency escapes public notice, who rarely appear before the courts and who may nevertheless receive effective treatment.

* * *

Joint Negotiating Committees. The Committee on Salaries of Inspectors, Educational Organizers and Educational Psychologists—the Soulbury Committee—has met again. One of the local authorities' associations represented on that Committee had not been able to give immediate approval to its representatives' action. The difficulties have now been resolved. The new Soulbury Report will shortly be

published as an award accepted by all the parties concerned and it is hoped that, as such, it will be honoured. The Burnham Reports have the advantage of statutory authority and of enforcement by Order in Council. Other awards, notably those of the various Whitley Councils, do not require such sanctions for their acceptance and application. The Joint Committee on Chief Officers Salaries, by which Education Officers salaries will be regulated, is in this category.

The Minister's pronouncements on these committees need some clarification. In February he stated, in Parliament, that the Soulbury salary scales did not require his formal approval. He added, however, that when he had been notified of those scales he would consider "whether the expenditure of authorities in accordance with the new scales can be admitted for grant." In reply to a further question Mr. Tomlinson said that if he did not approve the scales they would be "a charge on the rates only." This for all practical purposes contradicted his earlier statement that the scales did not require his formal approval. As no such conditions have ever been applied to the salaries of local authorities' officers, enquiries were made which it is understood were satisfactory.

Last month Mr. Tomlinson, in reply to a parliamentary question, said that the new salary scales recommended by the Dental Whitley Council did not need his approval. This is a similar reply to that with reference to inspectors and organizers quoted above, except for the omission of the word "formal." The new scales mean 100 per cent. increase in salaries for some school dentists, with arrears

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of increase from October, 1950. The Minister gave the reason why the new scales did not need his approval. The salaries, he said.

"... are in accordance with a nationally negotiated scale... I am sure that local education authorities will lose no time in implementing the recommendations."

The Minister might say exactly the same about the recommendations of the Soulbury Committee for Organizers, Inspectors and Educational Psychologists, and about the recommendations of the Joint Negotiating Committee relating *inter alia* to the salaries of Chief Education Officers. The salaries proposed in each case are "in accordance with nationally negotiated scales."

The National Association of Schoolmasters is one of the professional organizations which is highly critical of the school dentists' award. At their conference, a speaker equated one dentist to six teachers! This ratio cannot be accepted. It is however a fact, as that association points out that any dentist, however short his experience and whatever his qualifications, is more valuable than any assistant master, however long his experience and however well qualified he may be. Under the new scales a school dentist cannot get less than £800 a year, rising by £50 a year to £1,250. Few assistant masters, whatever their qualifications, experience and responsibilities can ever hope even after a life-time of service, to attain a maximum equal to the commencing salary of a newly qualified dentist. This is not a healthy state of affairs, either for dentists or for schoolmasters.

Grammar School's 400th Anniversary

Great Yarmouth Grammar School last month celebrated the 400th anniversary of its foundation. The School came into existence in 1551 in a rather unusual way, not like most schools of the period through private benefaction, but by resolution of the Town Council. As a result of the dissolution of the monasteries, the buildings of St. Mary's Hospital and other property came into the hands of the Corporation, which decided to use the hospital for a school, and some of the income from the property to maintain it.

The School has been controlled by trustees of various charities and since 1905 by the Governors of the Grammar School Foundation; finally the passing of the Education Act of 1944 brought it back to the Town Council. In 1757 it was closed for lack of pupils, and not until 1863 was a grammar school re-established. The school has occupied four sites since its foundation; and plans are now being prepared for building new premises on the outskirts of Great Yarmouth.

University Education in Dundee

The Royal Commission on University Education in Dundee have invited any individuals or associations interested to submit evidence to them. A written statement of the evidence should be sent, not later than July 31st, to the Secretary of the Commission, Mr. N. J. P. Hutchison, 12, Carlton Terrace, Edinburgh, 7.

The terms of reference of the Royal Commission, whose Chairman is Marshal of the R.A.F. Lord Tedder, are "to inquire into the organization of University education in Dundee, and its relationship with St. Andrew's University, and to recommend what changes, if any, should be made in the constitution, functions, and powers of the University of St. Andrews, of University College, Dundee, or of any other body or institution concerned."

School Broadcasts, 1951-2

Two Pamphlets on Broadcasting and English

The Annual Programme of School Broadcasts, 1951-2, has just been sent to all schools in the United Kingdom. At the end of May, 22,392 of these were registered as using school broadcasts. This compares with 20,952 schools registered on the same date last year.

There will be two new series of music broadcasts for young children. Both these series are experiments. The School Broadcasting Council intend that their development shall be based on comment from the listening teachers. "The Music Box" will consist of 10-minute programmes designed to give older infants the pleasure of listening to music. "Time and Tune," for children of about eight, is also planned as a listening series, but will, in addition, give instruction in simple notation through song tunes. A children's pamphlet (essential) will be published for "Time and Tune"; it will be of a suitably large size and in two colours.

The six series of English broadcasts have been under special review during the past year. In "Let's Join In" (children of about six), "English for Under Nines" and "Junior English" (about ten) there will be little change, though the two latter have been given new titles which do not refer to the target age. This is to make it easier to listen to these series with children above the age suggested in the old titles. Some of the less able of these older children can take these programmes with advantage. "English for Under Nines" now becomes "Stories and Rhymes," and "Junior English" will be known as "Adventures in English."

The English series for the secondary stage, "Senior English I" and "Senior English II" retain their titles, but there are fundamental changes of educational aim and in the detailed directives given by the Council to the B.B.C. on the planning of, and selection of material for, these programmes. "Senior English I" will, in future, be planned for children of about 12 and "Senior English II" for children of average ability of 13-15 (not as in the past for the minority with some literary ability). An extensive study was made of what the schools required from the Senior English series and of the types of material and forms of presentation which were most appropriate. It is hoped that the programmes in 1951-2 will reflect this study. In "Prose and Verse Readings" (11-15) the same programme will continue to be given twice each week to give schools a choice of listening times or an opportunity to hear each reading twice if they so wish.

Two pamphlets describe some of the results of the investigation on which the changes in the English series are based. These are "English and Broadcasting in Primary Schools" and "English and Broadcasting in Secondary Schools," both published at one shilling and available from the B.B.C. Publications, 35, Marylebone High Street, London, W.1.

The rest of the programme for 1951-2 follows the familiar pattern. An interesting innovation in the series for modern school leavers, "For the Fourteens," is a group of broadcasts at the beginning of the Autumn Term, 1951, which will try to encourage thought about simple moral problems, e.g., "What is a Lie?" "Broken Promises." Another unit in this series in the Spring term, 1952, will examine what is "Good Radio." Grammar schools will find the following groups of broadcasts included in "Talks for Sixth Forms":

"Some Recent Biological Research" will show how biological knowledge is applied to large-scale human or economic problems.

"Truth and Falsehood in Modern History," will demonstrate the need for a critical attitude towards newspapers, political reports, speeches and broadcasts.

"The Moderns" (accompanied by a pupils' pamphlet) will discuss the modern movement in literature, music and painting, making use of readings, musical recordings and extracts from plays.

BOOK NOTES

The Road to the Sixth Form: Some Suggestions on the Curriculum of the Grammar School. (H.M. Stationery Office, 1s. 3d. net.)

Some of the problems facing education of the grammar school type are reviewed in this pamphlet which examines briefly, in the light of present needs and beliefs, what might be contained in the secondary education of the more intellectually gifted of the national's children, and discusses the spirit, methods and organization by which this education is most likely to be successfully achieved.

Among the problems discussed is whether the grammar schools, despite the problem of early leavers, should base their organization on a continuous course of study lasting from 11-18 years. The possibilities of the new examination are considered, and the aims of the teaching, the subjects taught, the problem of specialization, and the ways in which pupils learn, are surveyed.

The pamphlet, which deals with education of the grammar school type in England only, emphasizes that the suggestions made are put forward only as suggestions, and points out that nothing it contains should be regarded as in any way affecting the head master's right to work out his own curriculum.

The Heights and Weights of Boys and Girls. By A. Sutcliffe, M.A., B.Sc. and J. W. Canham, M.A. (Murray, 10s. 6d. net.)

There can be no disputing the greatly improved physical health of our children during the past ten or fifteen years. This cannot be explained entirely in terms of higher family earnings and school meals and milk; much of the credit must go directly to those whose duty it is to watch over the physical development of the children in home and school. One of their chief problems is to devise a ready means of determining whether all is well so that those who are developing normally may be left to themselves while attention is devoted to those in need of special care.

The authors of this careful study of the heights and weights of boys and girls have done their fellow-workers a service, therefore, in providing them with a convenient apparatus for measuring the physical development of the individual child and the extent to which he or she conforms to or deviates from the norm. They have worked out an ingenious but easily applicable system of height and weight indices similar in size and spread to the familiar intelligence quotients of the psychologists. The book should be of great value to those who are responsible for large groups of children where some handy method of objective assessment is required as a time-saver. Any parent, too, with some knowledge of scientific methods of measurement might well find the book useful in helping him to keep an eye on the physical progress of his child and the child's standing compared with others of his or her own age.—E.F.C.

Looking at the Bible, by Wilfrid J. Doidge. (Religious Education Press, 1s. 6d.)

The purpose of this book is to answer questions frequently asked by teenagers as to how and why the Bible was written. It is an interesting guide to a knowledge of the Bible as a whole, and shows that it has a unity and purpose very relevant to the present-day world and its problems. The individual chapters of the book were first given as talks at a Summer School for youth workers and Sunday-school teachers, and the enthusiasm with which they were received has encouraged the author to put them at the disposal of a wider circle of young people. The result is an excellent

handbook to put in the hands of any young person wanting the key to Holy Writ.

The Cross Roads of History, by W. P. Cleland, M.A. (Religious Education Press, 3s.)

This is the first of a new series of self-teaching handbooks to be issued under the title of "The Pathfinder Series," and it is not too much to say, that with this book in his hand a pupil in an upper form of a Secondary School, a young Sunday-school teacher, or any member of a youth group, will discover a new world of interest in the Bible. It has long been recognized that teachers and older pupils do need a textbook in addition to the Bible, by which to explore the fascinating background—historical, political, geographical, biographical, etc.—out of which the books of the Bible have literally grown. For instance, there are frequent references in the books of the New Testament to people, parties, and events as if we already knew all about them. The aim of this book is to supply the key to these cryptic references and to make the meaning and purpose of the Bible text understandable and applicable to everyday life. The book is attractively illustrated and includes maps and charts of the greatest value for the pathfinder work of Bible exploration.

John Skelton: A Selection from His Poems. By Vivian De Sola Pinto, M.A., D.Phil. (Sidgwick and Jackson, 6s. net.)

John Skelton is not everybody's meat. His highly original metrical forms, based on the rhythms of common speech rather than on traditional measures, have an odd, disconcerting effect. In his language and in his outlook on life he belonged to an age of transition—the age which saw the change from mediaeval to modern. All accepted standards and outlooks and ways of life were breaking down and the new pattern of life had not yet established itself. In these troubled waters Skelton fished, and his bag is a mixed one.

But he grows upon the discerning reader. Here is no mere rhymster. Rather, we have a man of strong character, unsure of his bearings at times like the majority of his contemporaries (witness his master, Henry VIII, who was awarded the title Defender of the Faith by a Pope whose power in England he later overthrew), but seeing clearly what was before his eyes, knowing what he liked and fearless to satirise and condemn all of which (or of whom) he disapproved.

Professor de Sola Pinto gives us in this selection enough to savour the true quality of the man and his work. His choice is representative, but the reader who takes the pains to read through what there is will wish there had been more. The Introduction does well what an introduction to such a book should do—it sets the man's work against the background of his life and age. A recommended addition to the grammar school library.—E.F.C.

Book of Football. (Evans Headway Readers, 1s. 9d. net.)

The motive which prompted the preparation of this contribution to the publishers' series of "Headway Readers" was excellent—to win children over to improving their reading by giving them subject-matter which will arouse and sustain their interest. And a bright, lively, readable book has been produced. But we are a little worried about it. Most thoughtful people are agreed that basic education, even for the non-academic type of child, ought to do more than enable him to pick his way in later life through the columns of the sporting press. He will pick up the jargon of the *Football Gazette* quite quickly enough, with its talk of this team and that being "promoted" or "relegated," and its items of sporting gossip about the fortunes of stolen F.A. Cups, without having these deliberately pressed upon him during the precious hours of

schooling when he might be introduced to something which he will not find later on in the barber's shop or public-house bar. We must not be thought to condemn or belittle either the playing of games or a keen interest therein. It is a matter of using scarce classroom time to the best advantage. There is so much the child ought to become acquainted with at school that many teachers will feel they are not justified in introducing the child in class to what he will surely find out for himself and probably knows well enough already. As we turned the pages of this book we were constantly expecting to come upon instructions in the art of filling in a football coupon—for after all these do offer a practical application of mathematical permutations.

—E.F.C.

Printed English. By Henry Jacob. (Sylvan Press, 8s. 6d. net.)

This is a most useful book for anyone whose business is with words and language. Its primary purpose is to formulate consistent rules for the guidance of authors and printers through the jungle of our crazily inconsistent English language. But in performing this task (which, by the way, he does most successfully) the author is led into many absorbing byways of language study. A host of those small but irritating problems which worry us all from time to time are here squarely faced and rulings given. Should it be *inquire* or *enquire*?; should the suffix be *-ise* or *-ize*, *-able* or *-ible*?; should compounds be written as one word, with hyphen or as two words?; should the article *the* in names of newspapers be capitalized and treated as part of the title (the *Times*, or *The Times*)? and so on. Because he believes that publishers and printers should establish an accurate and consistent "house style" and not slavishly "follow copy," the author goes far beyond mere matters of spelling. He has a section on grammatical structure, another on the choice of words, and a third on style. Add to this the fact that it opens with an admirable little essay on the development of the language since Caxton and closes with detailed instructions on how to correct proofs for the press, and it will be seen that here is a book not only for the desk but for the fireside bookshelf as well.—E.F.C.

PLAYS FOR CHILDREN

A series of seven playlets, for which a minimum of scenery and stage work are required, and which will be found useful in junior schools, has been issued by Frederick Warne and Co., Ltd. By Maude S. Forsey we have *The Magic Easter Eggs* and *The Mistletoe Fairies*, suitable for children up to 8 or 9, and *Jimmy and the Sea Fairies* and *Not a Word!* for larger casts bringing in slightly older children. *Mother Goose and her Family* is a play for 7-year olds, by Ruth Espero. *What Happened by the Laughing Pool*, by Maud Morin, a 10 minute playlet for junior children, and *Crooked Crowns*, by M. A. James, suitable for elder children in the primary division (playing time about 30 minutes). All issued at a uniform price of 9d. each.

From the Independent Press we have received two new additions to their Speedwell Play Series. *Sunrise over Olivet*, a play of the first Easter Day, by Robert Duce, was first performed in 1950 at Petts Wood Congregational Church, where it took the place of the sermon at two evening services. *The Mob*, by Joyce Reason, is an Easter Play for boys. Price 1s. each.

The Caroline Haslett Trust announces the award of five more scholarships to girls who, after their training at Domestic Science Colleges, will make their career in the Electrical Industry. The awards have been made to:

Miss Elizabeth Andrew (Esther); Miss Elizabeth Evans (Bebington, Cheshire); Miss Doris Humphries (Morden, Surrey); Miss Morfudd Jones (London); Miss Janice Holloway (Aberayron).

OFFICIAL ADVERTISEMENTS

SITUATIONS VACANT

THANET.—MATHEMATICS GRADUATE, preferably subsidiary Science or Geography, wanted September. Recognized Convent School, 140 girls. Burnham Scale.—Apply Headmistress. Les Oiseaux, Westgate-on-Sea.

BUCKS.—FARMHOUSE SCHOOL, WENDOVER.—WANTED in September, a resident MISTRESS to teach two of the following: MATHEMATICS, LATIN, GAMES. Burnham Scale.—Apply the Headmistress.

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MIDDLESEX.—ROYAL COMMERCIAL TRAVELLERS' SCHOOL, HATCH END.—Required for September Science Graduate to teach Biology to the Advanced Level of the General Certificate of Education. Ability to teach General Elementary Science would be helpful. The post is resident and the salary in accordance with the Middlesex Burnham Scale. Applications with copies of testimonials to the Head Master.

HAMPSHIRE, ST. VINCENT'S SCHOOL, ALVERSTOKE. Recognized Independent Boarding and Day School for Girls on South Coast, requires in September, 1951, SENIOR MATHEMATICS MISTRESS up to Advanced G.C.E. Some subsidiary subject, preferably Botany and/or Biology. Burnham Scale adapted for Boarding Schools. Government Superannuation.—Please write, giving age, qualifications, experience and salary.

HENRIETTA BARNETT SCHOOL, Central Square, N.W.11. Wanted in September. (1) A mistress to take Physics to Advanced Level with some elementary Mathematics. (2) A mistress to take General Science to Ordinary Level. Slight rearrangement is possible if two suitable candidates offer themselves. Apply to the Headmistress.

HERTFORDSHIRE.—QUEENSWOOD, HATFIELD.—WANTED in September, ASSISTANT DOMESTIC SCIENCE MISTRESS to teach DOMESTIC SCIENCE to School Certificate and Higher School Certificate standard. The post is resident. Burnham Scale and Government Superannuation Scheme.—Apply to the Headmistress.

WANTED in September, MISTRESS to teach GENERAL JUNIOR FORM SUBJECTS to girls aged 10-12 years of age. The post is resident. Burnham Scale and Government Superannuation Scheme.—Apply to the Headmistress.

RESIDENT GYMNASIAC and GAMES MISTRESS WANTED for September. New Burnham Scale salary.—Apply Headmistress, S. Winifred's, Llanfairfechan, N. Wales.

STAFFORDSHIRE EDUCATION COMMITTEE.—ALLEYNE'S GRAMMAR SCHOOL, UTTOXETER (270 Boys).—REQUIRED in September, 1951, a CHEMISTRY MASTER to be in charge of the subject throughout the School.—Apply to the Head Master as soon as possible, enclosing testimonials.

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COURSES

POTTERY SUMMER SCHOOL at BATH will be held for two weeks, July 30th to August 10th. Particulars from John Shelly, The Bath Pottery, 39, Gay Street. Fee £10 10s. 0d.

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LONDON.—Avalon Private Hotel, 31/33, Coram Street, Russell Square, W.C.1. 10 minutes walk Euston, King's Cross, St. Pancras Stations. H. and C. Gas Fires all rooms. Bed Bk1 12s. 6d. nightly. Phone: TER 8160.

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FILM STRIP REVIEWS

BRITISH INSTRUCTIONAL FILMS

No. 178—Houses of Parliament. No. 182—Canterbury Cathedral.—In both these strips the photography is excellent and a detailed plan of each building is included. No. 178 gives various views of the buildings and surroundings, the Throne, the Lords and the Commons, the Clock Tower and Big Ben. The Royal Procession at the opening of Parliament and the Chamber of Commons before and after the 1941 raid are included in the 30 frames. No. 182 has 18 frames for exterior and interior views of the cathedral, while a further 12 deal with the Priory Buildings. This fine strip has a wealth of architectural detail.

No. 173—Coal Mining I—At the Surface.—A straightforward strip opening with a map of the coalfields of Great Britain and following with scenes of the pithead, transport, screening, and spoil-heaps. Some interesting pictures showing maintenance add a new angle to a familiar subject as do the concluding frames dealing with the safety and welfare of the miner. 29 frames.

No. 151—Casting in Iron.—This strip deals with the casting of a cooker-plate for a gas cooker. A fine series of pictures showing the operations in the preparation of the mould for casting can leave no possible doubt as to the procedure. The method of casting is also clearly shown and, after fettling, we find the plate in use on the cooker. A very suitable introductory subject for the 12-16 years. 26 frames.

No. 163—Prehistoric Monsters.—A fascinating glimpse into the world of the past, made possible by the discoverers Richard Owen and Gideon Mantell, whose portraits open the strip. Two and Four-Footed Plant Eaters and Flesh Eaters are dealt with, and the strip contains a pleasing mixture of photographs of actual skeletons in close-up, with pictures showing the reconstruction of the monsters—the museum brought to the school. 27 frames.

NATIONAL COAL BOARD

Four up-to-date strips produced by Unicorn Head in co-operation with the National Committee for Visual Aids in Education. They are intended for the 11-15 age group and cover all that a child would be expected to know. The strips are in colour and the results are very satisfactory as it will be appreciated that conditions in the mine do not readily lend themselves to good photography. **U.76—The Coal Miner's Work**—has the usual pictures showing working at the face, drilling, firing, fixing the props and conveying the coal, and also gives a good insight to the changing conditions with the introduction of modern machinery and consideration of the miners' welfare. 28 frames. **U.77—The Growth of the Coal Industry**—traces the historical development from early discoveries of outcrops to the present day, and there are some useful maps to show the gradual expansion of the industry, as well as statistical diagrams showing coal output and export over the years to 1950. Employment of women and child labour are featured and the safety lamp and ventilation systems are dealt with. 34 frames. **U.78—The Formation of Coal**—shows what coal is and how it was formed. Colour plays a useful part in the diagrams of the coal seams—making a contrast with the overlying strata, and giving more realistic representation of the carboniferous forest. Diagrams showing folding of the rocks and faults bring the subject in line with lessons on the landscape. 15 frames. **U.79—The Coal Miner's Leisure**—certainly presents the miners' life from a new angle, and shows how

many and varied are the miners' interests and hobbies. The cultural conditions and civic achievement are well brought out in the interesting pictures of band contests, processions and rallies, choirs and Eisteddfods. 28 frames.

In conjunction with these strips Unicorn Head have two attractive wall-charts 39-in. by 29-in.: **Coal—the key to Industry**, and **By-products from coal**. The former has a map of Britain with coalfields, main railways and industries plainly shown; the latter has five circular insets showing main by-products from coal.

UNICORN HEAD

U.33—The Hudson's Bay Company.—A lovely strip, sparkling with colour and full of interest. In addition to the fascinating story of discovery and adventure, there is much in the strip which will tie up with other lessons—Indians, Eskimos, beavers, canoes, and the Aurora Borealis have all been included, and we find King Charles II, wearing a beaver hat, being greeted by Christopher Wren in colourful costume of the period. Equally suitable for primary and secondary schools. 31 frames, including three maps.

U.12—The Union Jack.—The history of the Union flag is shown step by step in colour. The crosses of St. George, St. Andrew and St. Patrick are shown individually and in combination, and maps of the British Isles, with the respective flags in position should help to impress their significance. 18 frames.

U.22—The Story of Fire-making.—This subject is always received with enthusiasm by children, and teachers will be glad to have a strip which shows the progress from primitive times to the present day. The fire-plough, stick and block, bow-drill, sun-glass, flint and steel, tinder-box, early and late matches and the petrol lighter are all illustrated. The strip is made doubly attractive by being produced in colour. Very suitable for primary schools and for revision work in secondary schools. 21 frames.

U.45—The Steam Engine (up to 1805).—An account of the origin of the steam engine and its development, linking the subject with the requirements of coal-mining. Introductory frames show methods of raising water from mines previous to the introduction of Savery's practical engine. The work of Newcomen and Watt provides material for the rest of the strip. Diagrammatic insets show clearly the working of each type of engine. Suitable for 11-15 years. 33 frames.

U.66—Early Locomotives.—Many of the illustrations in this strip are already familiar to enthusiastic schoolboys and it is convenient to have them in strip form for comparison and discussion. The locomotives illustrated are those produced by Trevithick, Blenkinsop, Hedley and Stephenson, but a much better picture of the Rocket will be found in strip U.65. Suitable for secondary schools. 23 frames.

U.65—Liverpool to Manchester.—This strip, well-produced in colour, presents the history of the first public railway and shows the engineering difficulties and problems encountered by the pioneers. There are views showing cuttings, viaducts, tunnels, stations, early passenger and goods trains, locomotives and rolling stock. Suitable for 11-16 years. 21 frames.

The Ministry of Education has announced that copies of reports by His Majesty's Inspectors on maintained schools or other institutions in their areas, will be supplied on demand to heads of schools and principals who at their discretion, wish to provide members of their staffs with full copies or selected passages. These copies, which will be supplied free, are, in addition to the fifty copies normally supplied to local authorities. Application should be made direct to the Ministry.

The Haiti Pilot Project

The story of the first phase of an experimental project against ignorance and disease in a poverty-stricken valley in Haiti is described in an illustrated Unesco pamphlet, *The Haiti Pilot Project*. The document is published in the hope that it will be of practical help to those concerned with providing technical assistance to under-developed countries.

The Haiti project was started two years ago in Marbial Valley and is a joint enterprise by the Haitian Government and Unesco, with the co-operation of the World Health Organization. The first stages of studying the area, of obtaining financial support, of securing the co-operation of the people themselves, and of starting a number of practical activities, are now complete.

The pamphlet states that the Marbial Valley presented a host of human and technical problems and that it would be difficult to choose an area with more serious social and economic conditions. The estimated population of the valley is 28,000; most of them were plagued with malaria and yaws; 75 per cent. of them were illiterate; the valley's eroded soil scarcely supported them at subsistence level.

The first activities of the project began without waiting for the results of the survey which covered the life and habits of the people and the nature of the area. A Unesco Centre was built and a Community Centre established alongside by the peasants. An existing school was given special help from the project's funds and was reorganized. Trained teachers from other parts of the country gave demonstration lessons, and blackboards, slates and other equipment (made at the community centre) were provided.

The pamphlet states that the progress of the project has been slower than anticipated but that progress has been steady. It is unlikely that the success of the scheme can be fully judged for another five years.

Summer School of Puppetry

The Eleventh Roel Summer School of Puppetry will be held in Guiting Power, in the Cotswolds, from 16th to 30th August. As in past years, this School offers a very thorough course of tuition in the making of a string puppet, or marionette. Each student will design, make, string and costume a puppet, and will afterwards operate it in one of the plays produced at the end of the course; thus covering all the phases from the planning of the puppet to the production of the play. These puppets will be fully articulated, string puppets made from wood, and they will remain the property of the students who have made them. All materials and tools will be provided.

Although the greater part of the time will be taken up with the string puppet, instruction will also be given in the making and manipulating of the simpler types of puppet, i.e., Shadow Figures, Glove Puppets, Rod and Rod-and-Glove Puppets, and students will see a show given with each kind. There will also be lectures covering the different aspects of Puppetry, such as Staging, Lighting, Choice of Play, Rehearsal, and Production, the History of Puppets, and the place of Puppetry in Schools.

Particulars can be had from the Secretary, Roel Summer School, Guiting Power, near Cheltenham.

E. K. Cole, Ltd., announce that they have received a further order from the Derbyshire Education Committee for forty-six 10-watt school radio equipments.

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GRAMOPHONE REVIEW

Bach.—Sonata No. 1 in B minor. Yehudi Menuhin (violin) and Louis Kentner (piano). H.M.V. D.B. 9607, 9608.

These are records to be approached with respect. Such famous artists, clad in the panoply of H.M.V.'s expensive Red Label, playing a work by the greatest of masters!—much is expected. This sonata may not be among Bach's greatest masterpieces, but it is a real refreshment to the spirit to hear it, so cool, grave, and benign is its tempo. Here the artists give it that unhurried treatment it deserves, by the lucky foresight of two hundred years ago, the old design of four movements (slow, quick, slow, quick) is admirably suited to division into four sides of records. The engineers have not done their share quite so admirably. The violin tone sounds a little pinched and reedy, and the bass notes of the piano have almost disappeared.

Elgar.—Symphonic Study, Falstaff, Op. 68. London Philharmonic Orchestra, cond. Sir Adrian Boult. H.M.V. D.B. 9603/6.

Written at the height of the composer's powers, "Falstaff" was first performed at the Leeds Festival on October 2nd, 1913. Shakespeare's Falstaff is a complex character. There is nothing here of the drunken, dissolute, shameless, lecherous old ruffian that some see in Shakespeare's creation. Elgar saw what his own character allowed him to see, and we have in this music the aggressive, quick-witted, boon companion, with more than a hint of poetry in him, who so delighted Prince Hal. Elgar, unusually for him, provided the work with detailed programme notes, necessary if we are to follow this psychological study of a complex character, interrupted as it is by "flashbacks" to his youth. The work is reputed to be of masterly construction. But one Elgar enthusiast, at any rate, would rather have the music than the programme notes.

Boult is an authority on Elgar, and "Falstaff" is a favourite work of his. The recording is a little strident. It is interesting to notice that Boult has not changed the characteristically silky strings of the L.P.O. to the velvet of his old orchestra, the B.B.C.

Nursery Rhymes.—Jack and Jill, Bye Baby Bunting, I love sixpence, and I love little pussy and This old man, on H.M.V. B10069. Lucy Locket, Mary, Mary, quite contrary, London Bridge is broken down, and Humpty Dumpty, Pussy cat, pussy cat, Cock-a-doodle-do, on H.M.V. B10070. All sung by Doris Gould with Sam Mason (piano).

These are simple arrangements (by the accompanist), sung straightforwardly. The absence of operatic flourishes is refreshing. The singer has a kindly voice and a delightfully clear enunciation. These are nursery rhymes as mother ought to be able to sing them.

Haydn.—St. Anthony Divertimento, with (on fourth side) **Mozart.**—Adagio for cor anglais, two violins, and 'cello. The London Baroque Ensemble, cond. Karl Haas. Cor anglais solo: Terence MacDonagh. Parlophone (Odeon Series) S.W. 8120, 8121.

The Divertimento is a tiny work in four movements, played here by a small wind band consisting, it is said, of "two oboes, two horns, three bassoons, and a contra bassoon which replaces the serpent." The student of wind instruments will be interested in the playing, which sounds excellent, helped as it is by first-rate recording. The historian of old music will value the work for its rarity. The simple lover of music will not rate it highly, but will smile at its quaintness and will like to possess Haydn's version

of the St. Anthony Chorale (here forming the second movement)—the tune on which Brahms based his famous variations a century later.

The Mozart trifle demonstrates that rarely heard solo instrument, the cor anglais (the polite version of the saxophone). But it is a very tame demonstration.

MISCELLANY

The Fourth Conference on "The Education of the Young Worker," will be held at Oxford from July 7th, to 13th, when the subject will be "Content."

Mr. Harold England, Head Master of the Deepdale County Primary School, Preston, has been elected national Chairman of the Educational Development Association.

Mr. John Ratcliffe, at present Senior Assistant in the Department, has been appointed Head of the Department of Chemistry and Biology, at the South-East Essex Technical College and School of Art.

The Master Plan for the Basildon New Town, which has now been submitted to the Minister of Town and Country Planning for approval, shows it will be necessary to provide new schools to meet the requirements of a total population of 80,000 for the whole of the designated New Town area.

The first of the season's river and dock cruises operated by the Port of London Authority took place on June 6th, when 560 school-children from ten schools from Greater London embarked at Tower Pier and went for a cruise down the Thames and through the Royal Docks. All the special school cruises are now fully booked and it is estimated that 10,000 school children will be carried during the 1951 season.

Details of nearly 500 vacation study courses available this Summer in thirty-nine countries are given in *Vacation Study Supplement*, published by Unesco. Universities, colleges and other educational institutions are providing students with an increasingly wide choice of specialized study courses, but the problem for the student is to find out what opportunities are open to him. It is to overcome this difficulty that Unesco has produced the supplement.

The Minister of Education has been asked by the Canadian British Education Committee to bring to the notice of local education authorities and schools a scheme whereby a limited number of British students may be accepted in 1951 for certain of the faculties of McGill University and of the University of Toronto. A leaflet giving some particulars of the scheme may be obtained from the Canadian British Education Committee, 62, Trafalgar Square, London, W.C.2.

The Minister of Education has been asked by the Minister of Fuel and Power to inform local education authorities and others responsible for maintaining schools and other educational premises, that supplies of coal and coke are likely to be available during the coming summer months to build up stocks to an appreciably higher level than that attained last year, and that it will be in the national interest if the fullest possible use of storage space is made to accumulate stocks against requirements for next winter. Authorities and governing bodies are, therefore, advised to accept delivery of as much coal and coke as storage space permits during the summer months and not to defer deliveries till later.



The fundamental thing in school hygiene is cleanliness

During the summer, School Medical Officers can feel relieved that epidemics are unlikely; coughs and colds vanish in the sunshine. But there are always such problems as the cleanliness of the school buildings to consider.

In lavatories, washrooms, classrooms and dining rooms, there must always be real cleanliness. Walls and floors must not just look clean — they must *be* clean. How is this to be achieved? The Izal Service for School Hygiene has been planned to give true cleanliness throughout schools of all types, thereby guarding the children who work and play in them.

Get in touch with Newton Chambers and arrange for a specialist to call and discuss how the Izal Service can be planned to fit your special needs.



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